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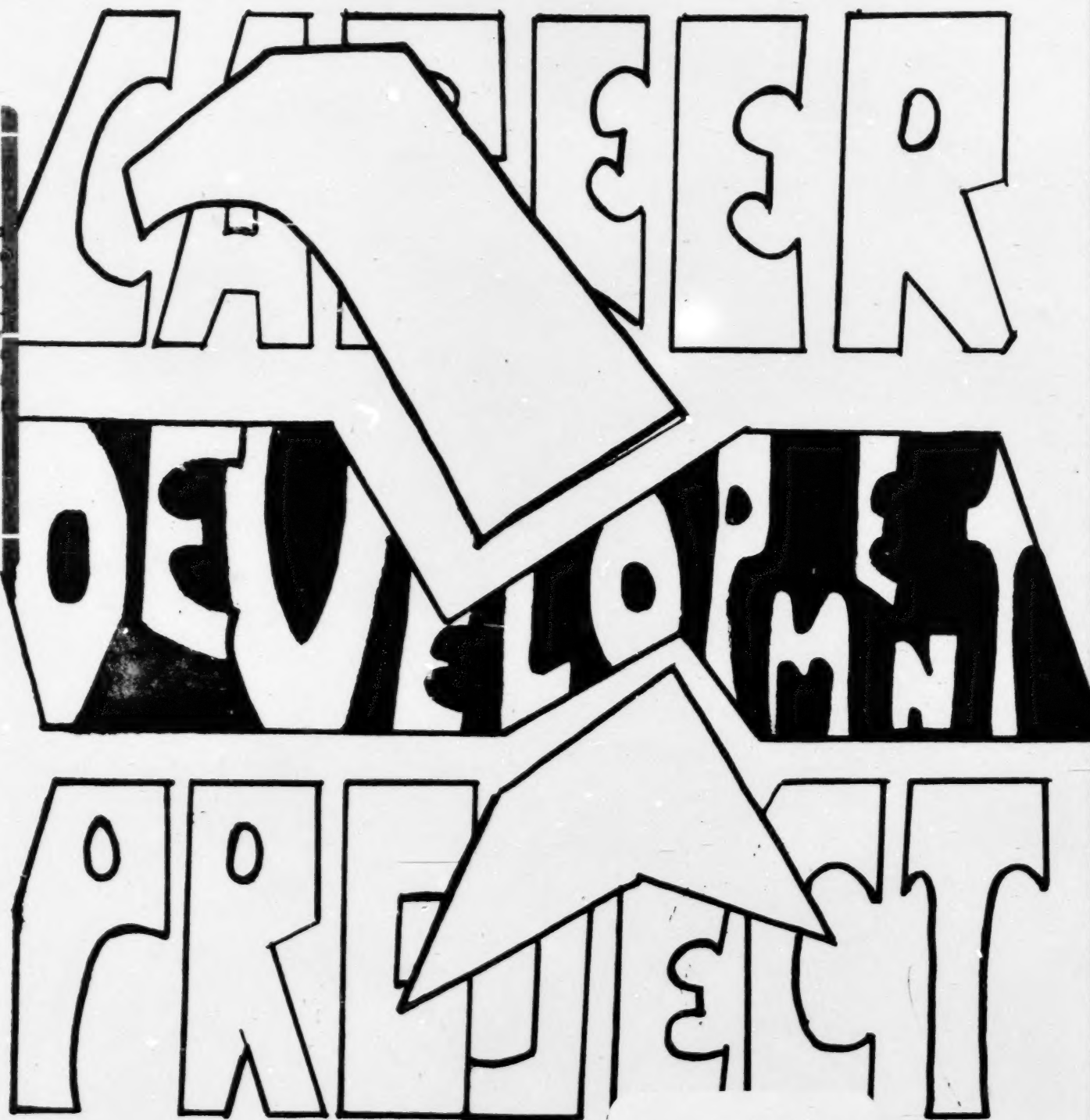
ABSTRACT

The three activities in the unit integrate career education into the English curriculum and provide seventh grade students with opportunities to explore specific occupations, to indicate their vocational interests, to learn the procedures for job application, and to be aware of opportunities related to English language interests or aptitudes. Lessons are organized around goal, performance objective, activities, and outcome measures. Activities include: writing assignments; viewing films; delivering oral reports; using reference materials (a list of reference materials available in the Hanley Library is provided); completing job application forms; obtaining speakers; and investigating careers in journalism, television and radio, theater, advertising, communications, writing, and publishing. (JB)

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Seventh Grade English

ED107788



U. City, Mo. School District

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CAREER EDUCATION IN THE SEVENTH GRADE ENGLISH CLASS

June, 1972
Pat Becklean
Hanley Junior High School

CAREER EDUCATION IN THE SEVENTH GRADE ENGLISH CLASS

Note:

It is strongly recommended that the following material be taught not as a self-contained unit but that appropriate portions be integrated into the existing grade 7 English program throughout the year.

Self-Knowledge Domain

Goal: For students to indicate an interest in a specific occupation and to explore their reasons for being interested in that occupation.

Performance Objective: The student will communicate to the teacher his interest in a specific occupation and the factors which have determined his interest.

Activities:

- A. Students will write what their career choices are at the present time (beginning of school year). They will state their reasons for these choices.
- B. Show film such as Your Job—Finding the Right One.
- C. Students will use reference materials in school library in preparing a brief report on some occupation. These need not be the ones which they originally expressed as interest nor restricted to those relating to English. They will submit a list of sources used at the time of the report. A list of materials suggested for student use appears on the following page.
- D. Students will deliver the above as oral reports to the class.
- E. Students will write what their career choices are at the present time (end of school year). They will state their reasons for these choices.

Outcome Measures:

- A. A communication (in most cases written composition) stating career choices and their reasons for these choices.
- B. A list of sources used to prepare oral report.
- C. A presentation to the class of an oral report.
- D. A communication (in most cases written composition) stating career choices and their reasons for these choices.

Activity C

Your assignment is to prepare a brief oral report for presentation to the class on any career or occupation. Find out as much as you can about the prospects for employment, the expected salary, the training required, etc. At the time of your presentation, turn in to the teacher a list of the sources (reference works, articles, books, or cassettes) which you used in your research.

The following materials are in the school library:

R
371.42 Hopke, William E. The Encyclopedia of Careers and Vocational Guidance. Garden City, New York,
H77 Doubleday, c. 1967.
v. 1-2

R
030 Compton's Encyclopedia, vol. 23, Chicago. Compton, c.
C73 1969, pp. 359-376 (listed under vocations).

R
030 The World Book Encyclopedia, vol. 19, Chicago, Field,
W89 c. 1969, pp. 340-355 (listed under vocational
v.19 guidance).

The card catalog lists a number of helpful books under "Occupations" and "Vocations."

Some fields will be easier to enter than others in the future. The materials listed below are on microfilm in the library. They will help you to find out where the best jobs will be.

"Job Guide for the Next 10 Years." U.S. News and World Report,
p. 54, June 15, 1970.

"Careers Without Colleges," Ebony, pp. 120-121, July, 1970.

Attached is a list of cassettes. These are interviews with people in various careers and are most helpful.

GUIDANCE

CAS-GD-9	Career Development	
	Side I	Side II
	Electrician	Dentist
CAS-GD-10	Career Development	
	Side I	Side II
	Fashion Model	Actor
CAS-GD-11	Career Development	
	Side I	Side II
	Stewardess	Buyer
CAS-GD-12	Career Development	
	Side I	Side II
	Police Woman	Dental Hygienist
CAS-GD-13	Career Development	
	Side I	Side II
	Computer Programmer	Veterinarian
CAS-GD-14	Career Development	
	Side I	Side II
	Account Executive	Radio Broadcaster
CAS-GD-15	Career Development	
	Side I	Side II
	Business Consultant	Salesman
CAS-GD-16	Career Development	
	Side I	Side II
	Minister	Personnel Counselor
CAS-GD-17	Career Development	
	Side I	Side II
	Research Scientist	Pharmacist
CAS-GD-18	Career Development	
	Side I	Side II
	High School Teacher	Technical Writer
CAS-GD-19	Career Development	
	Side I	Side II
	Court Reporter	Telephone Operator

GUIDANCE

CAS-GD-20	Career Development	
	Side I Physician	Side II Dietician
CAS-GD-21	Career Development	
	Side I Medical Technologist	Side II Physical Therapist
CAS-GD-22	Career Development	
	Side I Commerical Pilot	Side II Professor
CAS-GD-23	Career Development	
	Side I Banker	Side II Cost Analyst
CAS-GD-24	Career Development	
	Side I Editor	Side II Librarian
CAS-GD-25	Career Development	
	Side I Commercial Artist	Side II Theatrical Agent
CAS-GD-26	Career Development	
	Side I Secretary	Side II Social Worker
CAS-GD-27	Career Development	
	Side I Park Director	Side II Reporter
CAS-GD-28	Career Development	
	Side I Cosmetologist	Side II Nurse
CAS-GD-29	Career Development	
	Side I Forester	Side II Military Personnel
CAS-GD-30	Career Development	
	Side I Lawyer	Side II Architect

GUIDANCE

CAS-GD-31	Career Development	
	Side I Waiter/Restaurant Manager	Side II Stockbroker
CAS-GD-32	Career Development	
	Side I Electronic Assembler	Side II Auto Mechanic
CAS-GD-33	Career Development	
	Side I Record Producer	Side II Photographer
CAS-GD-34	Career Development	
	Side I Teaching Assistant	Side II Tool and Die Maker
CAS-GD-35	Career Development	
	Side I Golf Professional	Side II Fireman
CAS-GD-36	Career DEvelopment	
	Side I Accountant	Side II Insurance Salesman
CAS-GD-37	Career Development	
	Side I Civil Engineer	Side II Electronic Technician
CAS-GD-38	Career Development	
	Side I Realtor	Side II Driver/Salesman

Career Preparation Knowledge and Skills Domain

Goal: For students to know the procedures for applying for a job and to be able to complete the steps of the procedures.

Performance Objectives:

- A. The student will be able to write a letter requesting a job application form.
- B. The student will be able to complete a job application form with reasonable accuracy.
- C. The student will gain knowledge about job interviews.

Activities:

- A. Show film such as Your Job—Applying for it.
- B. Students will write a letter, using correct business form, to request application form or job interview.
- C. Students will be given sample application for employment forms to fill out.
(In connection with above activity, some students may also see films such as Your Career as a Secretary or Secretary: A Normal Day.)
- D. When students have completed their application forms, a representative of an employment agency will discuss with them the job interview and answer student questions about the application forms.

Outcome Measures:

- A. A letter in correct business form requesting an application form or job interview.
- B. A job application form completed with reasonable accuracy.
- C. Student volunteers will be able to role play a job interview.

Career Preparation Knowledge and Skills Domain

Goal: For students to gain knowledge about career opportunities which might be chosen because of an interest in or aptitude for the English language.

Performance Objective: The student will demonstrate improvement in ability to list career fields and specific career opportunities which might be chosen because of an interest in the English language.

Activities:

Presentation of information about six career fields:

1. Journalism field

- A. Show film such as Your Career in Journalism.
- B. Representatives of local newspaper will discuss various careers in journalism with students.
- C. Students will be given an opportunity to "try on" a career in journalism by writing a news story (perhaps writing a fairy tale as a current news story), by writing a feature article (perhaps in interview), by writing a column similar to one by Ann Landers or Erma Bombeck, or by creating a cartoon strip. These choices should be expanded, if necessary, to cover all interest and ability levels.

2. Television-radio field

- A. A representative from a local television station will speak to the students.
- B. Students will make a field trip to a local TV station.

3. Theater field

- A. A local actress will speak to the students regarding her career and related theatrical careers.
- B. Show film such as What's in a Play?
- C. Students will be divided into small groups. Each group will write an original short play (or adapt a short story), cast the play, rehearse it and perform it for the class. If the memorization of the lines proves overwhelmingly difficult, it may be done as a radio play with students holding scripts. To assure less able students' having a role, the teacher must be ready to suggest duties suited to their abilities—sound effects, properties, etc.

Career Preparation Knowledge and Skills Domain (continued)

4. Advertising field

- A. A representative of a local advertising agency will discuss his career with the students.
- B. Students will be given guidelines for creating advertisements. At this time the concept of word connotation will be introduced.
- C. Students will then be given choice of two assignments:
 - 1. Create a layout for a magazine advertisement for a fictitious product.
 - 2. Create and produce a one-minute television or radio commercial for a fictitious product.

5. Communications field

- A. A representative from the telephone company will speak to the students regarding career opportunities in this field.
- B. Three films on careers in the telephone industry are available from Bell Telephone. They are:

Operator

Phone Man

Whose Side Are You On? (concerning service representatives)

6. Writing-Publishing field

- A. If it is possible to utilize a published author from the local community to speak to the students regarding his career and way of life, this should be done. If this is not possible, the following alternative is practical: students read "All Summer in a Day" or similar story by Ray Bradbury. They are then shown film Story of a Writer in which Bradbury discusses how he conceives and writes his stories.
- B. A representative from a local publishing firm will speak to the students, describing what happens after a manuscript is submitted and describing various career opportunities in the publishing field or students will take field trip to local publishing company.
- C. Students are divided into small groups, taking roles of careers in a publishing house (editor, copy reader, etc.). Each group then edits and makes ready for "publication" some teacher-produced material. These materials should include misspellings, incorrect punctuation, faulty grammatical construction, etc.

Career Preparation Knowledge and Skills Domain (continued)

- D. A film such as Story of a Book may also be used during this activity.

Outcome Measure: Pre-test and Post-test

Given identical pre-tests and post-tests, requiring that the student list career fields and specific career opportunities which might be chosen because of an interest in or aptitude for the English language, the student will demonstrate an improvement in ability to list these items.